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SCHOOL ROOM NEEDED.

REGISTRATION OF PUPILS NOW EQUALS SEATING CAPACITY OF SCHOOLS.

The Opening of the Spring Term will bring a large influx of new pupils—Plans Proposed to Meet the Demand for Class-Room—Cost of Enlarging Two School-Houses.

While general satisfaction is felt over the activity in the building trades here for the past three years, as manifested in the numerous new dwellings erected, the increased number of dwellings has increased the responsibilities of the town government, and the people are now confronted with some problems that are demanding immediate attention. One of the most important and serious among these problems is the need of more school room. The pressure upon the public school facilities by the youth of the town has been alluded to in a general way from time to time, but no special evidence has been produced showing the actual state of affairs, and no official declaration on the subject having as yet emanated from the Board of Education, the public has not become seriously impressed with the importance of the need for more school room. An inquiry as to the present seating capacity of each school, the present registration of pupils, and the coming year's prospective growth in the several school districts shows the situation to be as follows:

School No. 2 (Berkeley) has seating capacity for 317 pupils; the registration in that school in January of this year was 336 pupils, and the average attendance is 90 per cent. of the registration. The number of new pupils that Berkeley School will be called upon to take in when the spring term opens will swell the registration beyond the seating capacity of the school, and inquiry in the Berkeley School district as to the possible number of new houses to be built in 1906 shows a report of about fifty houses. The report, it should be stated, embraces the building scheme of the Franklin Hill Land Company, which includes thirty new houses. Application for water connection for five of these proposed houses is now in the hands of the water department. The balance of the fifty houses are individual enterprises.

The Board of Education had to make provision for the relief of the overcrowded condition of the Berkeley School not long since by establishing a branch school in the Italian colony near the city line. The relief was but temporary, and Berkeley is again in need of more room or a curtailment of its district line, which, of course, would mean an overcrowding of other schools by pupils transferred from the Berkeley School district. Berkeley School is at present accommodating eighteen pupils from the Fairview School, who were sent to Berkeley School after the opening of the branch school at the city line.

School No. 3 (Brookside) has seating capacity for 366 pupils, and the registration in January was 373, and the average attendance 334. The Brookside School draws from a large territory, and the development in that district in the way of new houses has been beyond the average of all other school districts, with the exception of the Fairview School district. Inquiry as to the prospective building projects in that school district shows that fifteen new houses will be erected there in 1906. Some of these have been started, others will be started in the spring, and as they are all individual enterprises there is no doubt but that the houses will be built. A large addition to the registration in Brookside is looked for at the opening of the spring term.

School No. 4 (Centre School) has seating capacity for 588 pupils and the registration is 595, and average attendance 454. "Considerable room to spare there," some one will say. But in order to rightly understand the seating capacity of a school-house the subject should be treated with respect to class-rooms, and viewed from that point the situation at the Centre School is as follows:

Grade	No. seats in room	No. pupils registered Jan. 1906.	No. pupils for next yr. 's class.
K. O.	30	29	30
I. A	30	29	30
I. B	48	49	30
II. A	48	51	30
II. B	48	51	30
III. A	48	51	30
III. B	48	51	30
IV. A	48	51	30
IV. B	48	51	30
V. A	48	51	30
V. B	48	51	30
VI. A	48	51	30
VI. B	48	51	30
VII. A	48	51	30
VII. B	48	51	30
VIII. A	48	51	30
VIII. B	48	51	30
IX. A	48	51	30
IX. B	48	51	30
X. A	48	51	30
X. B	48	51	30
XI. A	48	51	30
XI. B	48	51	30
XII. A	48	51	30
XII. B	48	51	30
Total	588	595	606

It will be noted that in some instances the seating capacity of a class room exceeds the registration of pupils for that particular class, and there are two or more vacant seats in the class room, but these vacant seats are not available for another grade or class in which the registration exceeds the seating capacity of the class room. That is the overcrowded fourth grade pupils cannot be seated in the eighth grade class where at present there appears to be

some spare room.

For some time past the Centre School has been liberally used as a relief station for the overcrowded public schools. Transfers from Berkeley, Fairview and Watsessing Schools have been made to the Centre School, and now a once carefully prepared districting plan for these several schools has had to be disregarded and pupils have been transferred more with regard to age and grades than to adjacency to any particular school. The exigencies of the case have made this course necessary.

The use of the Centre School as a storage for the overflow of the other schools has reached the limit, and that school will soon be pushed to meet the needs of its legitimate territory. The Centre School will have its usual large spring influx, and the known prospective new buildings in the district number fifteen.

School No. 7, (Fairview), is where the most pressing need is felt for more room. More houses have been built in recent years and more new buildings are projected in that part of the town than in any other. Fairview School has seating capacity for 343 pupils, and the average attendance 316. There are now on file at Fairview School 39 applications for admission at the opening of the spring term, and the number of applications will be increased before the spring term opens. Projected new houses in the Fairview School district in 1906 number 28 dwellings, and this number is likely to be increased.

School No. 8, (Watsessing), has a seating capacity of 356 pupils; the registration in January was 326, and the average attendance 298. Here again appears a surplus of seating capacity over registration, but as in the Centre School and all the other schools when the seating capacity is compared with class room requirements, there is a few vacant seats in some class rooms and a deficiency in other class rooms. Inquiry in the Watsessing School district as to future building projects results in a report that 30 houses will be built in the district in 1906. This includes a block of seventeen houses in Llewellyn avenue which may not materialize, but assurances have been given by the owner of the property that the houses will be built this year.

The summary of the school room situation embraces the five large school-houses of the town. The other schools are the High School, Brookside School and the branch school at the city line, known as No. 6. None of the last named buildings can afford any relief for the first named five. In fact, School No. 6 is crowded now, and additional class-room is needed there. Various suggestions have been put forward as a solution of the school room difficulty. The plan of renting buildings has been suggested, but it is an unsatisfactory one. Present day public school requirements make it both difficult and expensive to rent buildings for public school purposes that are erected only for private dwelling purposes. School-houses to-day are erected in accordance with the most approved scientific methods of sanitation, ventilation, heating and lighting, and naturally want their children to attend the best and safest school-house, and if the makeshift of fitting up dwelling houses for school purposes was resorted to there would be trouble with the parents whose children were sent to such schools. The one satisfactory solution is to enlarge some of the present school-houses, and when the work is undertaken it should be of a scope sufficient to anticipate the needs of at least five years.

The next question which schools to enlarge. That the Fairview School is one that should be enlarged is beyond dispute. Brookside might be suggested as another, but a new school in Brookside is a coming necessity, and when it is built it will be large enough to take in some of the present territory of the Brookside School, and hence any present enlargement of that school is not deemed advisable or necessary.

The enlargement of the Watsessing School, it is thought, offers the best remedy for relief. With the Fairview and Watsessing school-houses enlarged by the addition of several class-rooms to each of them, the Centre School and Berkeley School districts could be limited in area, and the number of pupils reduced to the comfortable capacity of the class-rooms in each of those schools. Some people who have given the school room problem considerable study are of the opinion that the enlargement of the Fairview and Watsessing schools affords the most economic way out of the difficulty.

The next question relates to cost. When some of the later school-houses were constructed it was calculated that an addition of four class-rooms could be made at a cost of about \$11,000. Conditions in the building trades have changed much since then, and now it is thought that the suggested enlargement of the Fairview and Watsessing schools would cost about \$15,000 each, necessitating a bond issue of \$30,000—possibly four per cent.—thus adding \$1,200 in interest to the bonds and interest account, a sum much smaller than buildings can be rented for. The outstanding school bonds now amount to \$134,000, of which \$6,000 will be paid this year. Under the law the town can issue school bonds to the amount of \$135,000.

The annual cost of school maintenance is a financial question that is somewhat apart from the question of providing more school room, except in this respect, that it is believed that an enlargement of present school buildings is more economical and more satisfactory in seating buildings or in trying to utilize the school-houses for class-room purposes. The new school-houses that must in some way be provided for with school room are here. Teachers will have to be engaged for them this year, and the school supplies committee must take them into consideration in estimating its needs.

Musical Instruction.

Miss Grace Willocks will resume instruction on the piano September 11th. Residence and studio, 37 Orchard street. Arrangements can be made now.

TAX APPEALS.

Railroad Companies Petition the State Board of Equalization of Taxes to Reduce Assessments Made by the State Board of Assessors on Second Class Railroad Property or Increase Assessments Made by the Local Assessors on Adjoining Property.

The railroad companies have carried to the State Board of Equalization of Taxes an appeal from the assessment levied on second class railroad property by the State Board of Assessors. The assessed value of second class railroad property in this town as fixed by the State Board of Assessors is \$20,080. This does not include the main stem property, also assessed by the State Board of Assessors. The total sum of second class railroad property assessed in this town is as follows: Delaware, Lakawanna and Western Railroad, \$23,240; New York and Greenwood Lake Railroad, \$2,707; Watchung Railroad, \$2,803; Morris Canal and Banking Company, \$1,303. The railroads formerly paid a tax rate of 1 per cent on second class property and the town got \$200.80 from the State. In 1905, in accordance with the change in the tax law, the State Board of Assessors certified to the local Board of Assessors the sum total of valuation of second class railroad property in this town, namely, \$230,80, with directions to add that sum to the local rates and apply the local tax rate to the same. The consequence was that if the railroads had paid the town would have got \$638.28. Instead of \$200.80, as formerly. But the railroads did not pay and have prepared to fight. The claim is made by the railroad companies, through their attorneys, that the State Board of Assessors applied higher valuations to the railroad properties than the local assessors did to adjacent property. The railroads now demand that the State Board of Equalization of Taxes either reduce the railroad property assessments or raise the valuations made by the local assessors to correspond with the valuations fixed by the State Board of Assessors.

To fortify their case before the State Board the railroad companies have had copious extracts made from the tax duplicates in the towns in which second class railroad property is assessed, and so be used for purposes of comparison. Two hundred appeals have been filed with the State Board of Equalization of Taxes by the railroad attorneys and the assessments will probably be tied up in the courts.

Members of the Legislature are struggling with the problem of equal taxation, and are endeavoring to frame a bill that shall conform to the constitutional requirement and at the same time satisfy the parties in interest, including the political factions in the Legislature.

Dr. Morgan to Speak on Labor.

An announcement of more than usual interest is made, to the effect that Rev. Dr. William H. Morgan of Newark will speak next Sunday, February 14, in Montclair on the labor question. He has been invited to address a meeting in the First Congregational Church on Fullerton avenue at 4.30 o'clock in the afternoon. Dr. Morgan is a well-known authority on this engrossing subject. He has a wide acquaintance with laboring men, and is thoroughly informed regarding their situation and demands. In fact, the workers themselves recognize him to be an impartial authority, and have sought his aid in adjusting grievances and strikes.

Empire Theatre.

The coming of Berthe Kalich to the Empire Theatre, Newark, in Maurice Maeterlinck's dramatic masterpiece, "Monna Vanna," has already excited wide interest not only among literary and artistic people of Newark, but among regular theatre-goers as well. The production is said to be one that appeals to all classes, inasmuch as the lines are extremely beautiful in a poetic way, and the story itself is full of dramatic intensity. This combination is very unusual, especially in the work of modern playwrights.

Firemen's Fair.

President William L. Johnson Wednesday night at a meeting of the Bloomfield Firemen's Relief Association appointed the following plan and scope committee to arrange for a fair to be held at the Central fire house during May: Seymour P. Gilbert, T. Howell Johnson, Thomas F. Cogan, Archie M. Heath and James F. Nicoll. They will report at a special meeting to be held later. A number of applications for relief were granted.

PARENTAL SCHOOLS.

The Subject of a Paper Read by Superintendent of Schools George Morris at a Meeting in the Parish House of the First Presbyterian Church—A Human Plan of Dealing with Incurables.

This paper was read by Superintendent George Morris before a meeting held in the parish house of the First Presbyterian Church on January 24, 1906, and is published by the request of a number of people who were present on that occasion.

You all probably know something of the State school for boys, better known as the Reformatory School for Boys at Jamesburg, our Reformatory at Rahway and our State School for Girls at Trenton, but possibly the term Parental School is new to many of you. The names of the first two of these institutions—Reformatory School and Reformatory—indicate the nature of the work being done within their confines. The greater part of the inmates of all three institutions are boys or youths, girls or very young women who have committed crimes of a more or less serious nature, or who have poorly developed ideas of morality. They have reached these institutions by commitment of the court, partly because of the bad influence they were exerting over other young people, and also with the hope that a complete change of environment might lead them to adopt better habits of living. These schools are handling their problems in a very satisfactory manner and are producing splendid results as a careful study of their statistics will show.

But educators have long realized that there is another problem which in some respects is much like the one just outlined, but which possesses certain features making it call for a different solution. In addition to the young people found in our reform schools there is another class needing careful attention.

We find in almost every community having a school system of any size, a small percentage of the children of pupils who have lost all respect for the authority of parent or school, still another small number who are practically homeless, and some who are worse than homeless because the place called home is a place of horror. In some of these homes the children have little opportunity for mental development because the parent has sympathy with anything that will keep the child from earning a few dollars, while in others the children are surrounded by an atmosphere so full of vice, crime or immorality that in a few years the innocence of young boyhood and young girlhood is likely to give place to a career of crime or a life of debauchery and shame. You will probably be allowed to continue to practice his open defiance of authority in the presence of the other pupils thus bringing forth a fruitage of anarchy and revolution in later years. Shall we send the young boy in an environment of proper care of these young people presents an important problem.

It is best for the school and the community that the trust be allowed to play truant indefinitely, that the incorrigible be allowed to continue to practice his open defiance of authority in the presence of the other pupils thus bringing forth a fruitage of anarchy and revolution in later years. Shall we send the young boy in an environment of proper care of these young people presents an important problem. It is best for the school and the community that the trust be allowed to play truant indefinitely, that the incorrigible be allowed to continue to practice his open defiance of authority in the presence of the other pupils thus bringing forth a fruitage of anarchy and revolution in later years. Shall we send the young boy in an environment of proper care of these young people presents an important problem.

Although this group of children may be characterized as bad children, they are not bad in a criminal or degenerate sense, and it seems unfair, unwise and cruel to place them where they will be surrounded by these influences even though it can be shown that a large percentage of the inmates of our reform schools are eventually reformed.

A half century or more ago the so-called laws of heredity were practically generally accepted. That eminent English scholar, Sir Francis Galton, made a somewhat searching study of this subject and after careful tabulation and comparison of the facts and figures he had gathered together, he felt justified in drawing the conclusion that we are largely influenced by what our forefathers were and did.

The researches of more recent students of sociology do not bear this conclusion out, especially in so far as the future of the child depends upon the moral life of the child depends upon a much greater degree upon his environment. If this theory appeals to you, the correct one it is, placing our duty to supply the proper environment whenever and wherever possible.

But you may question the correctness of the theory, so I will present an argument or two in its support. Perhaps I am not better than to quote a few extracts from an editorial published in the Newark Evening News a week or two ago, in which the matter is stated somewhat as follows: "Generally speaking, children are not born bad, but become so through environment. Heredity may influence their lives, but their characters are the result of their associations, affiliations and education. The article next calls attention to the investigations of the New York Society for the Prevention of Cruelty to Children which have extended over a period of thirty years. The social and moral welfare of over 500,000 children was involved in this investigation and the records show that environment has by far the strongest influence upon the development of character. Removing them from improper guardianship and surroundings is therefore of first importance. If they can then be placed under the control of good exemplary individuals, their reformation is well nigh certain.

"During the past three years 3,377 children have been arrested for various causes and brought before the Children's Court in the city of New York. These children were all paroled under conditions which produced an improvement in environment, and of this number 83.2 per cent. were so helped by the change that they have not been guilty of a second offence. These statistics are corroborated by reports from different institutions in our own State."

These facts seem to lead fairly to the conclusion that the group of children we have in mind are creatures of environment rather than creatures of heredity, and that their surroundings will largely determine what their future lives will be. But they are not responsible for their surroundings even though we are going to hold them strictly accountable for their conduct when they grow to years of manhood and womanhood.

There is a point somewhere in the lives of these young people when their influence upon their young associates reaches the danger line, and when this point is reached the process of segregation should take place at once. The parent of the normal child does not want his boy subjected to demoralizing influences, and the parent of the other boy does not want him subjected to the influences of the Reform School. What can be done to satisfy both these parents? We have tried the organization of special classes, and although they are helpful they are not altogether satisfactory, largely because the pupils are under our control but five hours out of the twenty-four. If we could but keep them with us all the time we believe the problem would be solved.

This leads to the suggestion of the Parental School, which has proved a happy solution of this problem wherever it has been tried. As the name indicates, this school is designed to furnish the right kind of influence for our unfortunate young friends. The children are supplied with all the comforts of a well regulated home and are continually under the care of skilled men and women whose lives are devoted to this line of work and who are very anxious to develop in the love and cheer of the normal home.

A large number of these schools have been established in different parts of our country. Their organization and administration vary as to details in different communities, but the underlying principles are about the same and they all have a common purpose, viz., the development of the neglected or wayward boy into a true man and the development of the neglected or wayward girl into a pure woman.

The most successful of these institutions are built in the country, where they are surrounded by broad acres for the boys to cultivate. As a result of experience it has been found that the cottage plan of organization produces the best results. This means that instead of having one large building in which the children are all thrown together, a number of large cottages have been erected, each capable of accommodating from fifty to seventy pupils. In each cottage there is a pure woman, and if you will one of these schools with its several cottages inhabited by groups of the children we have been describing, generally contented and happy, all under the care and supervision of men and women whose lives are devoted to this noble work, and you will have in your mind's eye a pretty good picture of a Parental School.

In order to explain still further the organization, maintenance and conduct of the schools, I will quote from one of the reports of the Council of Education of the State of New Jersey, as follows:

"In Massachusetts they have been organized to six counties, including Suffolk County, in which Braintree is located. The schools are maintained by the towns, but the underlying principles are about the same and they all have a common purpose, viz., the development of the neglected or wayward boy into a true man and the development of the neglected or wayward girl into a pure woman."

"Pupils of school age are committed by the courts for truancy or absenteeism, for a term not exceeding two years. The ages of boys committed varied during the year 1902 between seven and sixteen. Pupils are discharged at the end of the term of commitment. In Boston boys are conditionally released on parole, before expiration of sentence, by the Trustees, with the approval of the Superintendent of Schools (who assigns the conditions) and of the court imposing the sentence. The usual condition of release is that the released boy attend a public school regularly. Failure to do so is followed by recommitment to the Parental School. In other trust schools there is no system of parole. These schools were organized on the congregative plan, but one of them, the Parental School of Boston, has recently changed its organization to the cottage plan previously mentioned.

"The Chicago Parental School is an institution controlled under the control of the Board of Education. It is maintained by the city, and any boy or girl of compulsory school age may be committed by court for habitual truancy or persistent violation of the rules of the public school. The time of commitment of these pupils may last until the age of fourteen is reached, but they may be sooner discharged. A pupil may be paroled by the Board of Education in the custody of one of the agents of the Board, but not in less than four weeks from the date of commitment. The paroled pupil must attend school and his principal send monthly reports to the Superintendent of the Parental School. If these are satisfactory for one year the paroled pupil is discharged.

"In case a pupil of the Parental School becomes incorrigible, and his influence is detrimental to the interests of the other pupils, he is sent to the State School for Boys."

ASSESSORS QUESTIONED.

AS TO THEIR METHODS OF ASSESSING PROPERTY.

The Board of Equalization of Taxes Conducted the Inquiry—The Maximum Tax Law to be Enforced—Assessors Must Find More Personal Property—Poll Tax Must be Assessed More Extensively.

The State Board of Equalization of Taxes held a meeting in the Freeholders' room in the County Court House on Wednesday for the purpose of making inquiry into the methods of assessment followed by the assessors in the municipalities in this county. All the municipalities in the county were represented by Montclair, Glen Ridge, Essex Fells and Bellville. Major Carl Lentz, president of the board, presided, and all the other members of the board were present. Each assessor was called before the board and pled with questions as to his methods of conducting his work. Several assessors were adverse to admitting that they assessed at any other standard but the assessed value, but before the board got through with them they were forced to admit that the valuations made by them ranged between forty and sixty per cent.

President Philip Lowery of the Newark Tax Board claimed for that city a higher per centage of valuation than was shown in other parts of the county. Mr. Lowery admitted that instances might be shown in the city of assessments below the average, but they were exceptions to the general rule.

Mr. Lowery favored a maximum tax rate measure as the best means for meeting the constitutional requirements in the assessment of property.

The members of the State Board made particular inquiry into the methods of assessing personal property. All the assessors had to admit of a laxity in that direction, owing to the difficulty of ascertaining the value of personal property held by individuals.

The assessors were told that they must find more personal property, and in cases where a neglect to make return to the assessors occurred the requirements of the law must be carried out.

Specific inquiry was also made as to the assessment of poll tax. The city of Orange assessors were called to account for not assessing more polls. Only about 7,000 polls were assessed in Orange last year and East Orange assessed 6,000. Major Lentz called the attention of the Orange assessors to the difference and demanded an explanation. Assessor Dykman of Orange said it was probably due to the fact that Orange had a large transient population. The excuse was not accepted, and the Orange assessors were told to copy the registry lists in their city if they could not get the names of people liable to assessment for poll tax. In other places where the poll tax list did not show anything like a fair comparison with the population the assessors were given to understand that the poll tax must be assessed more thoroughly.

The board clearly intimated to the assessors present that the maximum tax law was to be enforced, and that assessors must adjust their valuations to conform to it.

The Juvie Gymnasium.

The gymnasium in the Jarvis Memorial building, run by the Men's Club of Westminster Presbyterian Church, is now in the height of its third season. It has more than one hundred members, and the room is a very busy place on Monday and Friday evenings. Basketball is the popular game this season, and the interest shown in this sport led last week to the formation of a regular team. This team played their first game on Monday night with a five from the High School for their opponents. The result was a surprise to the High School, for the Gymnasium team won by a score of 45 to 5. The score was as follows:

High School.	Gymnasium.
Maxwell, right guard.	Loarlett, forward.
Gale, right forward.	Shannon, forward.
Gale, center.	Biggart, forward.
Harris, left forward.	Egan, forward.
Rasmie, left guard.	Glander, forward.

Score: Gymnasium 25, High School 5. Goals: by the Gymnasium—Hogan 9, Loarlett 2, Speth 1, Glander 1. High School—Tower 1. Goal in foul: High School—Gale 1.

The gymnasium is open to men and to boys sixteen years and over, at a cost of thirty-five cents a month. There is a regular gymnasium class each Friday night under a competent instructor, Mr. Wilson, for which an extra charge is made. The members have great comfort in the shower-baths, which were installed this winter.

M. Snyder advertises bottled beer at 15.00 per case and no deposit required. Send his advertisement in this issue of the Citizen.